

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

Jumpstart **Traditional Year**

Jumpstart -Routines and Spiral Reviews

The mathematics routines introduced during these first 9 days will be used throughout the year. These routines are focused on number sense, which takes time to develop. As the year progresses, this area will include suggestions for adjustments to these routines as students progress in their development of number sense for place value and operations.

Key Standards

<u>9 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
2	5-Frames		Please see the Topic Supplement (pages 4 to 12). Each day of the Jump Start includes a mathematical routine, a management routine, and an explore activity.
1	Number Lines: Who Am I?		
3	Tell Me Fast		
2	Center: Topic 1		
1	Center: Topic 1		

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TOPIC 1 – Numbers to 12 **Traditional Year**

Topic 1 -Routines and Spiral Reviews

Tell Me Fast: The purpose of this activity (introduced in Jump Start) is to develop number sense in your students around subitization (the automatic knowledge of very small numbers (1-5) without having to count) and decomposition (breaking numbers apart). In order to first facilitate the development of subitization, create a set of “Tell Me Fast” cards using dots on a half sheet of card stock paper. Make many configurations that show the quantities one to five. Move the dots around, group them differently, etc. See the Jump Start materials pages 7 to 10 for examples. Each day, as a warm-up, flash the set of cards at the class and have them respond with the total number of dots. Count and verify each time until (most of) the class can respond with ease on sight.

Key Standards

NS 1.1 Count, read, and write whole numbers to 100.

<u>6 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	1-1 Numbers 0 to 5	NS 1.1*	
1	1-2 Numbers 6 to 10	NS 1.1*	Add partner talk: Use sentence frames such as: Partner one says, “: 7 is 5 and 2 more.” Partner Two says, “I can count 5 ... 6, 7 pointing to the two extras as they count. Switch jobs.
1	1-3 Numbers 10, 11, and 12	NS1.1*	Add partner talk: “Use sentence frames such as: 9 is 10 with one missing. 11 is ten with one extra.
1	1-4 Numbers Spatial Patterns to 9	NS 1.3	These spatial patterns can be scaffolded using the work you have already done during Jump Start. Reference Jump Start Routines: <i>Tell Me Fast</i> on page 7 to 10 of the First Grade Topic Supplement.
1	1-5 Numbers Spatial Patterns to 10	NS 1.3	
1	1-6 Problem Solving: Use Objects	MR 1.2 NS 1.3	

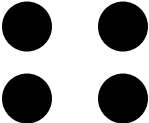
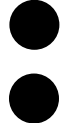
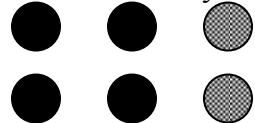
Mathematics 1st Grade enVisions Curriculum Map

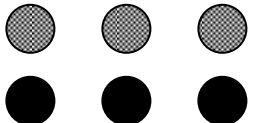
See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 2 – Comparing and Ordering Numbers **Traditional Year**

Topic 2 -Routines and Spiral Reviews

Number Lines - Play “Who Am I?” with the students, picking start and end points on the number lines that are appropriate for your class and that help push students into thinking about the relative magnitude of numbers for larger numbers, or more complex relationships.

Tell Me Fast: As students increase facility in subitizing the small amounts, move the focus to decomposing larger quantities. To facilitate this development, create Tell Me Fast cards using different colors and configurations of dots. For example, if the students can easily respond “4” when shown  and they can easily respond “2” when shown  then show them a card with  and have

them respond with either 1) the parts “4 and 2” and then the total “make 6” (count and verify how many there are altogether) and/or 2) the total, “6”. The way you arrange the dots, and the color of dots you choose, will help kids see all the different ways to decompose a particular quantity. For example, staying with the quantity “6”, consider this dot card:  which helps us to think of “3 and 3 makes 6”. What

configuration might you use to help students think of “5 and 1 makes 6”?

Key Standards

NS 1.2 Compare and order whole numbers to 100 by using symbols for less than, equal to. Or greater than ($<$, $=$, $>$).

<u>8 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	Unifix Cubes: Count and Compare Part I		See Unifix Cubes Activities in the First Grade Topic Supplement page 13.
1	Unifix Cubes: Count and Compare Part II		See Unifix Cubes Activities in the First Grade Topic Supplement page 14.
1	Unifix Cubes: Count		See Unifix Cubes Activities in the First Grade Topic Supplement page 14.

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<u>8 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
	and Compare Part III		
1	Unifix Cubes: Count and Compare Part III		See Unifix Cubes Activities in the First Grade Topic Supplement page 16.
1	2-1 Numbers: Comparing Two Numbers	NS 1.1 (grade K)	Add the additional step of placing the numbers on a number line and/or hundreds chart to develop the idea of relative magnitude.
1	2-2 Numbers: Ordering Three Numbers	NS 1.1 (grade K)	During Independent Practice students will be asked to use their cubes to build towers; scaffold this lesson by having the students also use the cubes during the Guided Practice.
1	2-3 Numbers: Ordering Numbers to 12 with a Number Line	NS 1.2 (grade K)	This lesson does not distinguish between <i>right before</i> and <i>before</i> , or <i>right after</i> and <i>after</i> . All the numbers leading up to 7 are before 7 but 6 is right before 7. The numbers greater than 7 are all after 7 but 8 is the number right after 7. This is an important distinction for students to understand.
1	2-4 Problem Solving Act it Out	MR 1.1 MR 1.2 NS 1.2*	

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TOPIC 3 – Understanding Addition **Traditional Year**

Topic 3 -Routines and Spiral Reviews

Quick Grab Bag: This game is a quick and easy activity that helps spiral the “big ideas” of comparison, while also keeping the language of comparison active.

Materials: a paper lunch bag, with 30 or so loose cubes; a more/less spinner (Topic Supplement, Appendix D).

Process: Have one student come pull a handful of cubes from the paper sack. Have them count their cubes and make them into a tower. Count the cubes together, again, as a class, pointing to each cube in the tower. Have a second volunteer pull another handful of cubes from the same paper bag. Repeat the process for counting and creating a tower. Guide students to hold their towers next to each other to make a direct comparison. Students will count the “extra” or “missing” cubes to answer “how many more” or “how many less” questions.

The two volunteers use the following sentence frames to compare their towers:

S-1: I have ____ cubes. (number)

S-2: I have ____ cubes. (number)

S-1: I have ____ her/him. (more than or less than or the same as)

S-2: I have ____ her/him. (more than or less than or the same as)

S-1: I have ____ (number) ____ (extra/missing). I have ____ (number) ____ (more than/less than) him/her.

S-2: I have ____ (number) ____ (extra/missing). I have ____ (number) ____ (more than/less than) him/her.

Spin the spinner (Topic Supplement, Appendix D) and determine if “more” will win or if “less” will win the round. The “winner” gets to take the towers apart and replace the cubes in the bag for next time.

Adapted from Kathy Richardson, *Developing Number Concepts with Unifix Cubes*, by Mia Buljan for HUSD draft 6/10

Continue Tell Me Fast Cards

Key Standards

NS 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

<u>10 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
3	Combinations:		See Topic Supplement, pages 18 to 20.

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<u>10 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
	Number Arrangements, Five (Parts I, II, and III)		
1	3-1 Addition: Making 6 and 7	NS 1.3	Use the counters or cubes to make a Bar Diagram (Bar Model) before they make their drawings.
1	3-2 Addition: Making 8	NS 1.3	Use the counters or cubes to make a Bar Diagram (Bar Model) before they make their drawings.
1	3-3 Addition: Making 9	NS 1.3	Use the counters or cubes to make a Bar Diagram (Bar Model) before they make their drawings.
1	3-4 Addition: Introduction Addition Number Sentences	AF 1.2 NS 2.5*	
1	3-5 Addition Stories about joining	NS 2.5* AF 1.1 AF 1.2	
1	3-6 Addition: Adding in any order		In this lesson students are suddenly seeing addition sentences vertically, you may need to scaffold this. Spend some time having students prove to themselves and each other, with cubes, that the commutative property for subtraction does not work. Ex, $9-5=4$ is that the same as $5-9 = 4$. Can I just subtract in any order?
1	3-7 Problem Solving: Use objects		

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TOPIC 4 – Understanding Subtraction

Traditional Year

(District Assessment after this topic)

Topic 4 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag.

Introduce: Snap It! This is a simple routine that can be done as a warm-up for the whole class (using a volunteer), or in partnerships. The activity helps students develop the ideas from Topics 3 and 4 about *combinations* and *missing parts*. A partnership has a cube train of an appropriate number of cubes (from 6 to 12). Count the cubes in the train to verify the quantity. One person puts the train behind their back and *snaps* the train into two pieces. The person then presents just one of the pieces (keeping the second piece hidden behind their back) to the partner. The partner checks how many are being shown, and then determines how many are still hidden. As students play this game over time, focus questions on *how they figured out* what was missing.

Key Standards

NS 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

NS 2.2 Use the inverse relationship between addition and subtraction to solve problems.

NS 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

<u>12 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
2	Combinations: Number Arrangements 5 Part IV		See Topic Supplement, page 21.
2	Combinations: Number Arrangements 5 Part V		See Topic Supplement, page 21 to 23.
1	4-1 Subtraction: Finding Missing parts of 6 and 7	NS 1.3	Please see Teaching Note in Topic Supplement, page 23, for reinforcing the language and idea of part-part-whole relationships between addition and subtraction.

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<u>12 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	4-2 Subtraction Finding Missing Parts of 8	NS 1.3	Add the combinations $8+0$ (cover none) and $0+8$ (cover all).
1	4-3 Subtraction: Finding Missing Parts of 9	NS 1.3	Two of the strategies to emphasize are: subtract out the part you know (subtraction) or count on to the part you know (missing addend addition). For Example: $9-5=$ ___ and $5 + \underline{\hspace{1cm}} = 9$. Explicitly connect student ideas to these two strategies.
1	4-4 Subtraction: Introducing Subtraction Number Sentences	AF 1.2 NS 2.5* MR 1.2	Suddenly they are only focusing on the subtraction strategy from 4-3. Connect to the addition strategy from 4-3 by adding both number sentences to the bar diagram provided.
1	4-5 Subtraction stories about separating	NS 2.5* AF 1.1	
1	4-6 Subtraction Stories about Comparing	NS 2.5* AF 1.1	Connect to the comparing students made with their cube towers in Topic 2 and in Quick Grab Bag routine. Also add the addition number sentences that go with the subtraction sentences.
1	4-7 Subtraction connecting Addition and Subtraction	NS 2.1,* NS 2.2* AF 1.1 AF 1.2	Students have been connecting addition to subtraction all along, per the modifications offered in the Notes. <i>It is a publishing mistake to show two subtraction and one addition sentence.</i> Please show all 4 number sentences for the picture.
1	4-8 Problem Solving using objects	MR 1.2 MR 2.2 NS 1.3	
Formative Assessment One - Topic 3 – pages 78 - 79 and Topic 4 – pages 114 - 115			

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TOPIC 5 – Five and Ten Relationships **Traditional Year**

Topic 5 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag, Snap It! Now that you've introduced the bar diagram during combinations in Topics 3 and 4, you can add an extension to the Tell Me Fast activity. Have a blank bar diagram displayed. When you flash a configuration, have students say the two parts *extend: where do these parts go in our bar diagram?* (populate). Then have the students say the whole amount *extend: where does the whole amount go in our bar diagram?* (populate).

Introduce: Ten Frame Flash Follow the exact same process as outlined on page 4 of the Topic Supplement, for introducing the 5-Frame, but use a 10-frame (Black line found in Appendix D of this Topic Supplement). Flash dots on the 10-frame. Have students respond with 1) the number of dots that are there, 2) the number of dots that are missing and/or 3) the number of dots there + the number of missing dots = 10.

Key Standards

<u>5 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	5-1 Numbers: Representing Numbers on a Ten-Frame	NS 1.3	Partner Talk: State the quantity as a relationship to 5 and as a relationship to 10. For example: On the ten frame that shows 6 dots, state as 5 and one more and 10 with 4 missing.
1	5-2 Numbers : Recognizing Numbers on a Ten-frame	NS 1.3	
1	5-3 Numbers: Parts of 10	NS 1.3	
1	5-4 Numbers: Finding Missing Parts of 10	NS 1.3	Consider using the modified work mat Topic Supplement, Appendix A that shows ten frames in the bar diagram. You can relate this to the ten frame flash you have been doing as your routine.
1	5-5 Problem Solving Make a Table	MR 2.1; NS 1.3; SDAP 1.0	

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TOPIC 6 – Addition Facts to 12

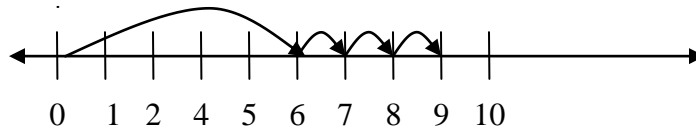
Traditional Year

(District Assessment after this topic)

Topic 6 -Routines and Spiral Reviews

Number Lines: Introduce Jumps on the Number Line. Students sometimes get confused about how to move on a number line, and they tend to count by ones (which is fine, but can become very inefficient as the numbers they are using get larger). Use the following language and modeling to make jumps on a number line, so that students build number sense around these big mathematical ideas:

Example problem: $6 + 3 = \underline{\quad}$ (Don't start at 6 and count three more. Always start at 0, make "one big jump first", then "count our other jumps").



It's important for students to see that the point marked "6" on the number line is *not actually the quantity 6*. The quantity 6 *includes* the 5, 4, 3, 2, and 1 that came before it, and it is actually the *distance* from 0 to 6, as shown by the first jump.

Key Standards

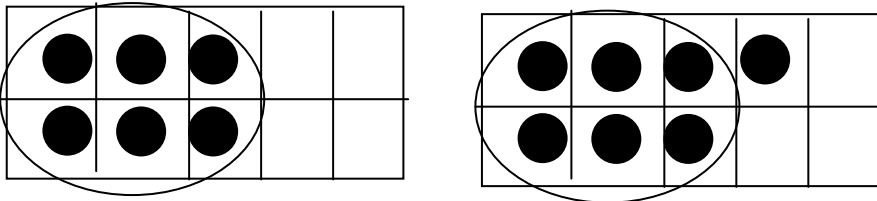
NS 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

NS 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

<u>6 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	6-1 Addition Adding with 0,1,2	NS 2.1* NS 2.3*	Add recording on number line. See routine for ideas.
1	6-2 Addition Doubles	NS 2.1*	

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<u>6 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	6-3 Addition: Near Doubles	NS 2.1*	<p>Use counters on two ten frames to model the two different numbers. Arrange the counters such that the near double is highlighted. Using that visual ask students where they see the doubles fact.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>$6 + 7 = 6 + 6 + 1$</p>
1	6-4 Addition: Facts with 5 on a Ten-Frame	NS 1.3	
1	6-5 Addition: Making 10 on a ten-Frame	NS 1.3	See Topic Supplement for modifications to this lesson, page 24.
1	6-6 Problem Solving Draw a Picture and Write a Number Sentence	MR 1.2 NS 2.1* AF 1.1	
*This topic includes 5 extra days to use for reteaching and one day for administering the Benchmark Assessment I			
First Trimester - Benchmark Assessment 1			

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TOPIC 7 – Subtraction Facts to 12 **Traditional Year**

Topic 7 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag, Snap It!, 10-Frame Flash, Travels on the Number Line. Now that you've been using the bar diagram, you can add an extension to the Snap It! activity. Have a blank bar diagram displayed. Have two volunteers play the game in front of the class. Ask them how many cubes are in their train (example: 12) *extend: where does this whole amount go in our bar diagram?* (populate). Then have the student put the train behind their back, snap it!, and show one of the parts (example: 8) *extend: where does this part go in our bar diagram?* (populate). Say, "We'll be working in Topic 7 on learning strategies for figuring out this missing part using *both* subtraction ($12 - 8 = \underline{\quad}$) and addition ($8 + \underline{\quad} = 12$)

Key Standards

NS 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

NS 2.2 Use the inverse relationship between addition and subtraction to solve problems.

NS 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

<u>5 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	7-1 Subtraction: Subtracting with 0,1,2	NS 2.1* NS 2.3*	See Topic Supplement for Lesson Modifications, page 25.
1	7-2 Subtraction: Thinking Addition with Doubles	NS 2.1* NS 2.2*	
1	7-3 Subtraction: Thinking Addition to 8	NS 2.1* NS 2.2* AF 1.1	See Topic Supplement for Lesson Modifications, page 25.
1	7-4 Subtraction: Thinking Addition to 12	NS 2.1* NS 2.2* AF 1.1	See Topic Supplement for Lesson Modifications, page 26.
1	7-5 Problem Solving Draw a Picture and write a Number Sentence	MR 1.1 AF 1.1	

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TOPIC 8 – Geometry **Traditional Year**

Topic 8 -Routines and Spiral Reviews

Geometry Vocabulary: Extend the exploration of this topic into future warm-ups and review. Some language and geometrical ideas should be accessible to students as basic recall. Have students identify shapes by # of sides, # of angles, name, # of edges, etc. For example, show a triangle. Ask how many sides? (3) How many vertices? (3) Show a cube. How many faces? (6) How many edges? (8) Shape of each face? (square) etc.

Key Standards

<u>9 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	8-1 Geometry: Identifying Plane Shapes	MG 2.1, 2.0	Note for this topic: Looking at a shape on a page is not the same as students actually using real shapes. Have students use pattern blocks, attribute shapes, solid figures etc. for the exploration.
1	8-2 Geometry: Properties of Plane Shapes	MG 2.1, 2.0, 2.2	
1	8-3 Problem Solving make an Organized List	MR 1.2, 2.2 MG 2.2 (key grade 2)	
1	8-4 Geometry: Identifying solid figures	MG 2.2, 2.0	
1	8-5 Geometry: flat Surfaces and Corners	MG 2.2, 2.0	
1	8-6 Geometry: Sorting Solid figures	MG 2.2, 2.0	

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<u>9 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	8-7 Geometry: Making New Shapes from Shapes	MG 2.2 (Key grade 2); MR 1.2	
1	8-8 Geometry: Location of Shapes try:	MG 2.4, 2.0, 2.3	
1	8-9 Geometry: Location on a Grid	MG 2.3, 2.0, 2.4	

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TOPIC 9– Patterns **Traditional Year**

Topic 9 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary.

Key Standards

SDAP 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color and shape).

<u>4 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	9-1 Patterns: Describing Patterns	SDAP 2.1*	This lesson does a nice job of identifying the <i>repeating element</i> of a pattern.
1	9-2 Patterns: Using Patterns to Predict	SDAP 2.1*	
1	9-3 Patterns: Extending Shape Patterns	SDAP 2.1*	
1	9-4 Problem solving look for a pattern	SDAP 2.1* MR 2.0 MR 2.1	

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TOPIC 10 – Time **Traditional Year**

Topic 10 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary.

Key Standards

<u>5 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	10-1 Time: Understanding the Hour and Minute Hands	MG 1.0 (grade K)	.
1	10-2 Time: Telling and Writing Time to the Hour	MG 1.4 (grade K)	
1	10-3 Time: Telling and Writing time to the Half Hour	MG 1.2	
1	10-4 Time: estimating and Ordering Lengths of Time	MG 1.2	
1	10-5 Problem solving Use data from a Table	MG 1.2; MR 1.2	

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See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 11 – Counting and Number Patterns to 100

Traditional Year

(District Assessment after this topic)

Topic 11 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary.

From this topic, Build It Fast and Guess My Rule can also be used as ongoing Mathematical Routines and Spiral Review.

Key Standards

NS 1.1 Count, read, and write whole numbers to 100.

NS 2.4 Count by 2s, 5s, and 10s, to 100.

SDAP 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color and shape).

<u>9 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	Build It Fast Part 1		See Topic Supplement, page 27.
1	Build It Fast Part 2		See Topic Supplement, page 28.
1	11-1 Numbers: Making Numbers 11-20	NS 1.1* NS 1.4	Play Build It Fast
1	11-2 Numbers: Using Numbers 11 to 20	NS 1.1* NS 1.4	Play Build It Fast
1	Guess My Rule		See Topic Supplement, page 28.
1	11-3 Numbers: Counting by 10s to 100	NS 2.4* NS 1.1*	When counting by tens ask students (for example) “ Where are the numbers on our 0-99 chart that have 4 tens?”
1	Guess My Rule		Play Guess My Rule. Afterwards spend a few minutes comparing and contrasting the 0-99 chart and the 1-100 chart. How are they the same? How are they different?

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<u>9 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	11-4 Numbers: Counting Forward on a Hundred chart	NS 1.1* SDAP 2.1*	Continue with Build It Fast and Guess My Rule.
1	11-5 Numbers: Counting Back on Hundred Chart	NS 1.1* SDAP 2.1*	Continue with Build It Fast and Guess My Rule.
1	11-6 Numbers: Counting Patterns on a Hundred Chart	NS 2.4 * NS1.1 * SDAP 2.1*	Do the patterns on both a 0-99 and a 1-100 chart.
1	11-7 Numbers: Using Skip Counting	NS 2.4*	
1	11-8 Numbers: Odd and Even Numbers	NS 1.0	
1	11-9 Problem solving Look for a Pattern	SDAP 2.1* SDAP 2.0 MR 1.1	
Formative Assessment Two - Topic 11 – pages 314 - 315			

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TOPIC 12 – Tens and Ones **Traditional Year**

Topic 12 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule.

From this topic, Building Numbers can also become an ongoing Mathematical Routine or Spiral Review. (A description of using place value blocks for Building Numbers can be found in Topic Supplement, page 31)

Key Standards

<u>7 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
2	12-1 Numbers: counting with Groups of 10 and Leftovers	NS 1.4	See Topic Supplement for Lesson Modification, page 30.
1	12-2 Numbers: Numbers Made with Tens	NS 1.4	
1	12-3 Numbers: Tens and ones	NS 1.4	
1	12-4 Numbers: Ways to Make Numbers	NS 1.4	See Topic Supplement for Lesson Modification, page 31.
1	12- 5 Numbers: Tens and Ones on a Hundred Chart	NS 1.4	
1	12-6 Problem Solving Make an Organized List	NS 1.4; MR 1.2, 2.2	

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TOPIC 13 – Comparing and Ordering Numbers to 100 **Traditional Year**

(District Assessment after this topic)

Topic 13 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule.

Data and Graphing: Introduce this new routine, which develops graphing and data ideas that will be used in Topic 17. From Kathy Richardson, Developing Number Sense: Think of questions you can ask students that are yes/no, either/or in nature. Examples: Do you have at least one brother? (yes/no) Do you prefer French fries or potato chips? (either/or) Each time you do this activity with your class, have two paper lunch bags. Give each student a cube with which to answer the question posed. One bag is labeled yes, the other no (or, the bags are labeled fries or chips, etc.) and the student drops their cube into the appropriate bag that matches their response. Use the cubes collected to do graphing activities with the class. Examples of questions to ask: (before opening the bags) How many cubes will there be in our bags together? (after opening bags) How many people chose (yes)? (count the cubes in that bag) How many people chose (no)? (count the cubes in that bag) How many more people chose (yes) than (no)? (Make towers and directly compare. Students should be well-versed in how to do this by now, because of the Grab Bag Routine. Officially replace Grab Bag Routine with this Data and Graphing Routine for future warm-ups.) **Extend:** Use this routine to introduce other graphing and data collection ideas such as *tallies*: If we make a tally for each cube, how many tally marks will we make? Make and check tally marks) or *data interpretations*: use three or four bags to ask more complex questions/gather more data. Example: Have students put a cube in the bag for their favorite school lunch. Ask students interpretive questions, such as “Which lunch was preferred least? Which lunch was preferred most? How many people liked pizza and hot dogs together? How many more people liked green salad than chicken nuggets? Etc.

Key Standards

NS 1.2 Compare and order whole numbers to 100 by using symbols for less than, equal to. Or greater than ($<$, $=$, $>$).

NS 2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

<u>9 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	13-1 Numbers: 1 more, 1 Less: 10 More, 10 Less	NS 2.3 *	.
1	13-2 Numbers: Comparing Numbers with <, >, =	NS 1.2 *	
1	13-3 Numbers: Ordering Numbers with a Hundred Chart	NS 1.0	
1	13-4 Numbers: Number Line Estimation	NS 3.0	
1	13-5 Numbers: Before, After, and Between	NS 1.5 NS 1.2*	
1	13-6 Numbers: Ordering Three Numbers	NS 1.5 NS 1.2 *	
1	13-7 Numbers: Ordinal Numbers Through Tenth	NS 1.0; MG 2.4	
1	13-8 Numbers: Making Reasonable Estimates	NS 3.1, 3.0 MR 2.0, 2.1	
1	13-9 Problem Solving Make an organized List	MR 1.1, 2.0; NS 1.0	

*This topic includes 5 extra days to use for reteaching and one day for administering the Benchmark Assessment 2

Second Trimester – Benchmark Assessment 2

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 14 – Addition Facts to 20 **Traditional Year**

Topic 14 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule, Building Numbers.

Data and Graphing: Continue the routine. See directions from Routine section of Topic 13.

Key Standards

NS 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

<u>8 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	14-1 Addition: Doubles to 20	NS 2.1 *	Please see Topic Supplement, Topic 6, for information on multiple representations and using ten-frames, number lines, and recording strategies for addition and subtractions. For Topic 14, always represent the problem 3 ways, so students can make connections across strategies and mathematical ideas. Also, make a bar diagram for each problem (introduced in Topic 3, and continued in Routines section of subsequent topics).
1	14-2 Addition: Doubles plus 1	NS 2.1 *	
1	14-3 Addition: Doubles Plus 2	NS 2.1 *	
1	14-4 Addition: Making 10 to add	NS 2.1 * NS 2.6	
1	14- 5 Addition: Making 10 to add 9	NS 2.1 * NS 2.6	
1	14-6 Addition: Making 10 to add 8	NS 2.1 * NS 2.6	
1	14-7 Addition: Adding Three Numbers	NS 2.7	
1	14-8 Problem Solving Two-question Problems	MR 3.0, 2.2 NS 2.1	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 15 – Subtraction **Traditional Year**

Topic 15 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule, Building Numbers.

Data and Graphing: Continue the routine. Make sure you've started the **extend activities** (see Routines section from Topic 13) if you haven't already.

Key Standards

NS 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

NS 2.2 Use the inverse relationship between addition and subtraction to solve problems.

<u>5 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	15-1 Subtraction: using Related Facts	NS 2.1 * NS 2.2 *	Please see Topic Supplement, Topic 7, for information on multiple representations and using ten-frames, number lines, and recording strategies for subtraction. For Topic 15, always represent the problem 3 ways, so students can make connections across strategies and mathematical ideas. Include: counting on <i>and</i> counting backward, using 10-frames to anchor on ten as a benchmark number; counting on <i>and</i> counting backward using number lines; record using number sentences so students can see the way the decomposition is handled on paper. Also, make a bar diagram for each problem (introduced in Topic 4, and continued in Routines section of subsequent topics). Remember, there are two important ideas here: 1) get an accurate and efficient difference for subtraction problems and 2) connect subtraction to addition as inverse operations.
1	15-2 Subtraction: Fact Families	NS 2.1 * NS 2.2 *	
1	15-3 Subtraction: Using addition to Subtract	NS 2.1 * NS 2.2 *	
1	15-4 Subtraction: Subtraction Facts	NS 2.1 * NS 2.2 *	
1	15-5 Problem Solving Draw a picture and Write a Number Sentence	MR 1.2 NS 2.1 *	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 16– Practicing Addition and Subtraction Facts **Traditional Year**

Topic 16 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule, Building Numbers.

Data and Graphing: Continue the routine. Make sure you've started the **extend activities** (see Routines section from Topic 13) if you haven't already.

Key Standards

NS 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

NS 2.2 Use the inverse relationship between addition and subtraction to solve problems.

<u>4 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	16-1 Addition: Practicing Addition Facts	MR 1.1, 2.1 NS 2.1 *	.
1	16-2 Addition: Fact Families	NS 2.1 * NS 2.2 *	
1	16-3 Addition: Using Addition Facts to Subtract	NS 2.2 * NS 2.1 *	
1	16-4 Problem Solving Use Objects	AF 1.3 MR 1.2 NS 2.1 *	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 17 – Data and Graphs **Traditional Year**

Topic 17 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule, Building Numbers.

Number Talks: See Topic Supplement, Appendix C, for introducing and using Number Talks as a routine.

Key Standards

<u>8 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	17-1 Graphs: Using Data from Real Graphs	SDAP 1.2, 1.0	.
1	17-2 Graphs: using Data from Picture Graphs	SDAP 1.2, 1.0	
1	17-3 Graphs: using data from Bar Graphs	SDAP 1.2, 1.0	
1	17-4 Graphs: sorting	SDAP 1.1	
1	17-5 Graphs Collecting Data Using Tally marks	SDAP 1.2, 1.0	
1	17-6 Graph Making Real Graphs	SDAP 1.2, 1.0; MR 1.2	
1	17-7 Graphs Picture Graphs	SDAP 1.2, 1.0; MR 1.2	
1	17-8 Problem solving Make a Graph	SDAP 1.2; MR 1.2	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 18 – Counting Money **Traditional Year**

(District Assessment after this topic)

Topic 18 -Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule, Building Numbers, Data and Graphing.

Number Talks

Key Standards

<u>7 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
3	Proportional Money		See Topic Supplement for activities, page 32.
1	18-1 Money: Values of Penny and Nickel	NS 1.5	.
1	18-2 Money: Values of Penny, Nickel, and Dime	NS 1.5	
1	18-3 Money: Counting Dimes, Nickels, and Pennies	NS 5.1 (key 2 nd gr)	
1	18-4 Money: Value of a Quarter	NS 1.5	
1	18-5 Money: Value of half-dollar	NS 1.5	
1	18-6 Money: Counting Sets of coins	NS 5.1 (key 2 nd gr)	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

<u>7 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	18-7 Problem solving Try, check, revise	NS 3.0 MR 2.2	
Formative Assessment Three - Topic 17 – pages 498 - 499 and Topic 18 – pages 530 - 531			

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 19 – Measurement **Traditional Year**

Topic 19 –Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule, Building Numbers, Data and Graphing.

Number Talks

Key Standards

<u>6 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
1	19-1 Measurement: Comparing and Ordering by Length	MG 1.1, 1.0	.
1	19-2 Measurement: using Units to Estimate and Measure Length	MG 1.0, 1.2	
1	19-3 Measurement: Units Size and Measuring	MG 1.0: MR 1.2, 2.1	
1	19-4 Measurement: Comparing and Ordering by Volume	MG 1.1	
1	19-5 Measurement: Comparing and	MG 1.1, 1.0	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

<u>6 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
	Ordering by Weight		
1	19-6 Problem Solving Use Reasoning	MR 1.1; MG 1.0	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

TOPIC 20 – Adding and Subtracting **with Tens and Ones** **Traditional Year**

(District Assessment after this topic)

Topic 20 –Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule, Building Numbers, Data and Graphing.

Number Talks

Key Standards

SDAP 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color and shape).

<u>9 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
2	Working with Mini Ten Frames		See Topic Supplement for Lesson, page 34.
1	20-1 Addition: Adding Groups of 10	NS 2.2 (key grade 2); MR 3.0	See Topic Supplement for Lesson Modifications, page 35.
1	20-2 Addition: Adding tens on a Hundred Chart	NS 2.2 (key grade 2), 2.6 MR 2.1	
1	20-3 Addition: adding on a hundred Chart	NS 2.2 (key grade 2), 2.6 MR 2.1	
1	20-4 Addition: Adding tens to two-digit	NS 2.2 (key grade 2),	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

<u>9 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
	Numbers	SDAP 2.1 *	
1	20-5 Addition: Adding to Two-Digit Numbers	NS 2.6; MR 1.2	
1	20-6 Addition: Subtracting Tens on a Hundred Chart	NS 2.2 (key grade 2),	
1	20-7 Addition: Subtracting Tens from a two-Digit Number	NS 2.2 (key grade 2), MR 2.1	
1	20-8 Addition: Subtracting from a two-Digit Number	NS 2.6; MR 1.2	
1	20-9 Problem Solving Extra Information	MR 1.1, 2.2; Ns 2.6	

Mathematics 1st Grade enVisions Curriculum Map

See the District Pacing Guide for Specific Topic Start and End Dates

Step Up to 2nd Grade Traditional Year

(District Assessment after this topic)

Step Up to 2nd Grade - Routines and Spiral Reviews

Continue any previously introduced routines such as Number Lines, Tell Me Fast, Quick Grab Bag, Snap It!, 10-Frame Flash, Travels on the Number Line, Geometry Vocabulary, Build It Fast, Guess My Rule throughout the remainder of the year. Beef up the content of these routines to prepare them for 2nd grade.

<u>11 Days</u>	<u>Topic/Lesson</u>	<u>Standards</u>	<u>Notes</u>
Use these days to cover the material.	Step Up to 2 nd Grade		<p>The Step Up to 2nd Grade lessons starts at Page 261 in the Interactive Homework Workbook, Grade 1 . The students all have this workbook. There are a variety of lessons in this section. Choose the lessons that best fit your students for what they will be doing in second grade.</p> <p>The teacher materials for these lessons are in: The Math Diagnosis and Intervention System Booklet C: Computation with Whole Numbers in Grades 1-3.</p> <p>The teacher materials are found in the Math Diagnostic and Intervention System Boxes. Each grade level should have these two boxes.</p> <p>This information can also be found online at pearsonsuccessnet.com</p>
*This topic includes 5 extra days to use for reteaching and one day for administering the Benchmark Assessment 3			
Third Trimester- Benchmark Assessment 3			